

UPSTART United: Preparing Students Today
for A Rewarding Tomorrow



 Waterford | **UPSTART**

Great Plains TASK Force Meeting

January 2019



About UPSTART

- UPSTART is an **in-home kindergarten readiness program** that was **created by the Utah State Legislature** in 2009.
- Preschool-age children use **UPSTART in the home for 15-20 minutes a day**, five days a week.
- Children receive a **personalized curriculum in reading, math and science** (including over 450 instructional hours) with an emphasis on reading.
- UPSTART forms a **partnership with parents and caregivers** to ensure all children obtain the education necessary for success in school.
- **Social emotional learning** is modeled in the software learning sequence and developed by parents through off-line activities.
- **Computers and internet are provided** if the home does not have them.
- Through year 10, approximately **60,000 children have participated in UPSTART** in Utah.



UPSTART – Pilots Outside Utah

Arizona – English language learners (2018)

California – Statewide, parent interest (2018)

Colorado – School District (2018)

Delaware – At-risk children (2019)

Idaho – At-risk, rural children (2016)

Indiana – School District (2017)

Mississippi – At-risk, rural and urban children (2017 & 2019)

New Mexico – School District (2019)

Ohio – At-risk, rural children (2017)

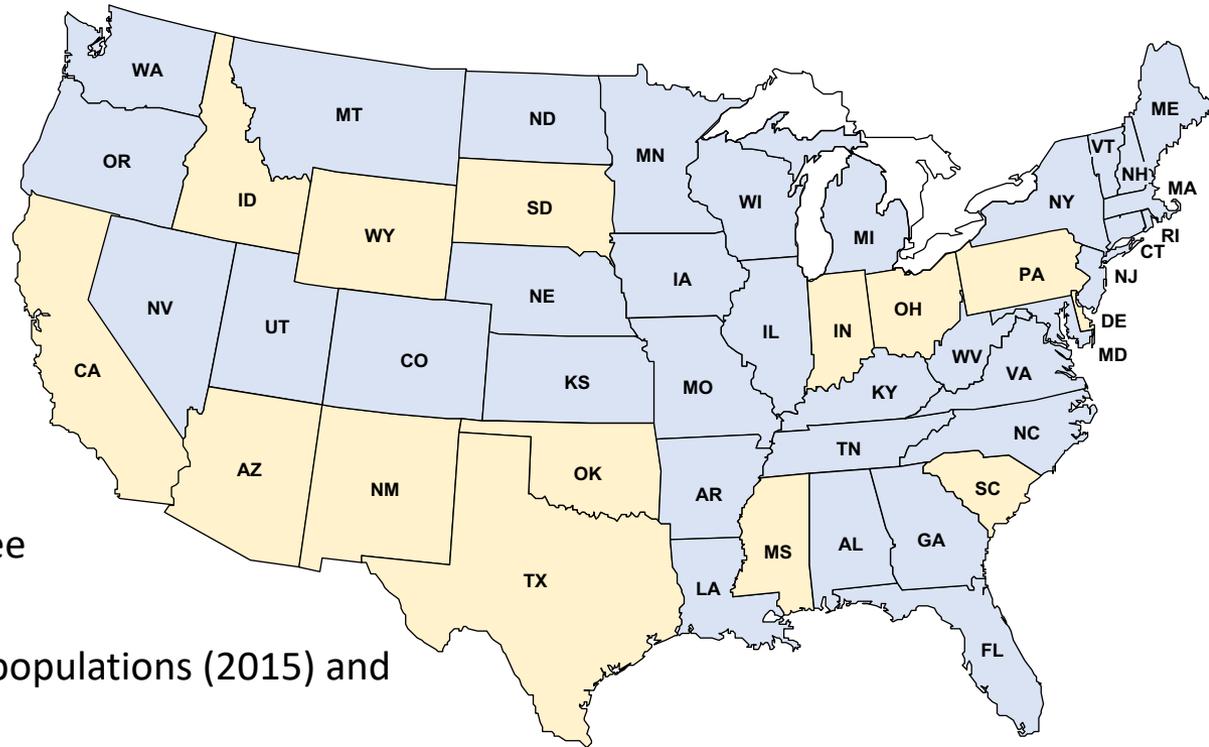
Philadelphia – Urban setting and refugee families (2017)

South Carolina – Multiple within-state populations (2015) and rural school districts (2018 & 2019)

South Dakota/Oklahoma – Native American children (2018)

Texas – School District (2018)

Wyoming – Statewide, parent interest (2019)



Where Does UPSTART Fit?

UPSTART is NOT intended to replace any early childhood education effort or program. Waterford's goal is to improve access and help serve additional children. UPSTART has demonstrated an ability to overcome a number of barriers related to kindergarten readiness and can successfully prepare children that site-based programs may not be able to serve for school.

	Areas (rural & urban) where access to transportation hinders early learning services
	Families that choose not to send their children to site-based preschool
	Children who do not speak English or that could benefit from extra cognitive programming
	Cultural barriers that can lower preschool participation among at-risk populations
	Children who are on wait-lists for prekindergarten programs
	Children (and families) that face a “technology” gap

Education Innovation and Research (EIR) Program

U.S. Department of Education

The Education Innovation and Research (EIR) program, the successor to the Investing in Innovation (i3) program, provides funding to “**create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and [to] rigorously evaluate such innovations.**”

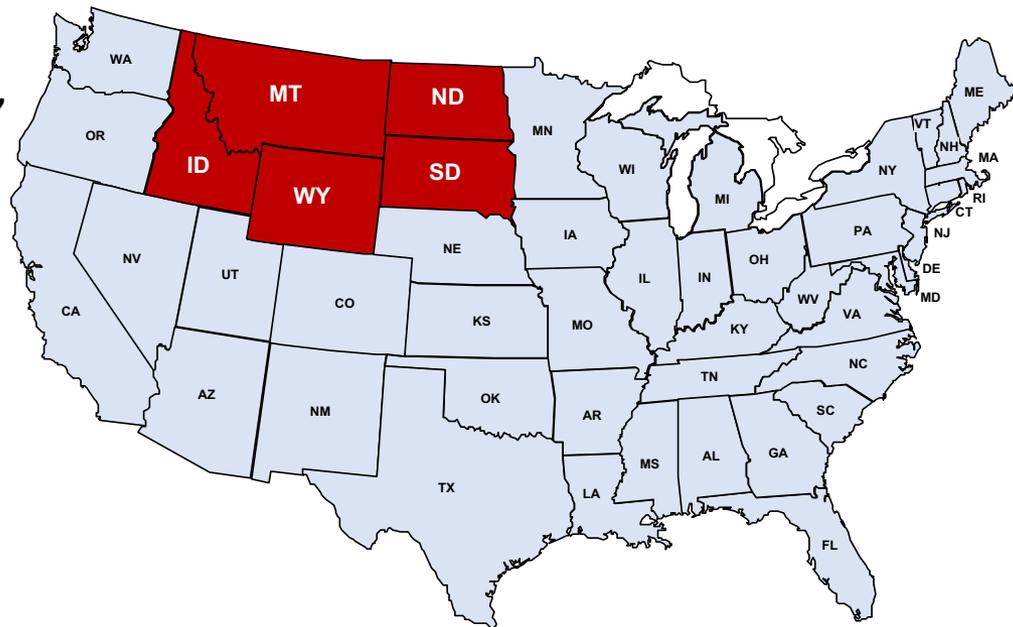


- **EIR Expansion Grants** are designed to fund **implementation and a rigorous replication evaluation of a program that has already been found to produce sizable, important impacts**, such as those demonstrated under Waterford’s i3 Validation Grant, to:
 - Determine whether such impacts can be successfully reproduced and sustained over time; and
 - Identify the conditions in which the program is most effective.

UPSTART Great Plains TASK Force

Consortium to Advance Early Education Priorities

- According to the National Institute for Early Education Research (NIEER), Idaho, Montana, North Dakota, South Dakota, and Wyoming do not provide children with a state-funded Pre-K program.
- Waterford's EIR Expansion Grant will be used to help scale UPSTART's evidence-based innovation to expand opportunities for kindergarten readiness in the Great Plains states.
- Accordingly, Waterford is creating the **UPSTART Great Plains TASK (Taking All to Success in Kindergarten) Force** to provide opportunities for education leaders and stakeholders from participating states to gather regularly to provide advice, expertise, and feedback on the program to ensure successful implementation of the grant.



UPSTART Great Plains TASK Force – Goals

UPSTART Great Plains TASK (Taking All to Success in Kindergarten) Force
Expanding Opportunities for Kindergarten Readiness



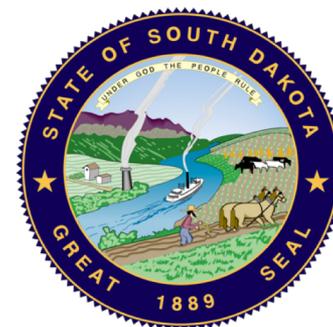
Grant Goal 1 – Develop and expand the UPSTART Great Plains TASK Force consortium of SEAs and LEAs to advance early childhood education priorities across the region and more effectively advance early childhood education priorities in their schools and communities.

Grant Goal 2 – Successfully expand and implement the UPSTART model across Great Plains TASK Force states to develop kindergarten readiness among rural, high needs populations, and develop evidence of effectiveness for local LEAs and SEAs.

UPSTART Great Plains TASK Force – Goals

Grant Goal 3 – Validate UPSTART program effects for kindergarten readiness, social-emotional development, and impact over time (longitudinal effects for sustained gains) by conducting an independent Randomized Controlled Trial.

Grant Goal 4 – Work with Great Plains TASK Force SEAs, LEAs, and other stakeholders to disseminate program findings broadly to promote adoption of, and funding for, the replication of the UPSTART program as an option for early childhood education services in rural, underserved areas across the country.



UPSTART Great Plains TASK Force – Unmet Need & Rurality

32% - 69% of school districts in TASK Force states are Rural-Remote, compared to just 18% nationally, which means increased difficulty accessing site-based preschools because of distance and transportation.

	ID	MT	ND	SD	WY	U.S.
ACCESS						
State funded preschool program ¹	None	None	None	None	None	43 ⁵
None/Other – Percentage of 4-year-olds not served by Head Start or Special Education ¹	87%	79%	82%	79%	75%	56%
RURALITY						
Total number of school districts ²	115	407	176	151	48	13,491
Number of rural school districts (urban centric district locale code of 32, 33, 41, 43, or 43) ²	101	393	170	146	46	9,642
Percentage of rural school districts ³	88%	97%	97%	97%	96%	71%
Number of "remote" rural school districts ²	37	253	122	96	21	2,429
Percentage of "remote" rural school districts (code 43) ³	32%	62%	69%	64%	44%	18%
Total number kindergarten students in rural school districts ⁴	8,380	8,340	5,291	7,684	5,589	--

¹ Friedman-Krauss, et al., 2018

² National Center for Education Statistics (NCES), 2013

³ NCES, 2013; Calculated by dividing the total number of districts with urban centric codes 32, 33, 41, 42, or 43 by the total number of districts

⁴ NCES, 2018; Data is from a District based table data export with the following filters applied: State(s) (All Years): ID, MT, ND, SD, WY. The number of kindergarten students from 2015-2016 were added for all regular school districts with urban centric codes 32, 33, 41, 42, or 43.

⁵ NIEER 2018 State of Preschool Yearbook.

UPSTART Great Plains TASK Force – Cohort Schedule

- Under the grant, **Waterford will provide 3,000 children with UPSTART** over a three-year period.
 - A majority of the schools to be served by the project are designated with a locale code of 32, 33, 41, 42, or 43.

State	2019-2020 School Year Participants	2020-2021 School Year Participants	2021-2022 School Year Participants	Waterford Staff Assigned
Idaho	200	400	NA	Isaac Troyo
Wyoming	200	400	NA	Isaac Troyo
North Dakota	200	400	NA	Sarah Walsh
South Dakota	NA	200	400	Sarah Walsh
Montana	NA	200	400	Isaac Troyo

Service Stipulations

- Under the grant, children served must be “at-risk.” We’ve defined it as follows:
 - Rural – More than half of the schools where children will be attending kindergarten must be from those rural codes.
 - So there is room for non-rural!
 - Priority 1 for non-rural: children not attending other preschool because of parent choice or wait-listed situation for site-based programs.
 - Priority 2 for non-rural: children attending Head Start or other preschool who want to use the program as a cognitive boost in the evening. The requirement will be that they be under 185% of poverty.

UPSTART Great Plains TASK Force – Liaisons

An important lesson from Waterford’s i3 Validation Grant was the need to **establish community-based partners to support implementation**. District Liaisons led this partnership development effort under the i3 grant and proved invaluable to the grant’s success. Waterford is replicating this model for our EIR Expansion Grant.

- **Liaisons** introduce UPSTART to the community and help with recruitment.
- **Liaisons** partner with Waterford coaches to provide in-person supports, if needed, social-emotional learning activities, and connections to school and community-based resources, to help with successful transition to kindergarten.
- **Liaisons** are Waterford employees, supervised by the Waterford State Pilot Director. This makes it possible to supplement wages of district personnel if they are selected for the role. Most liaisons will be responsible for an areas comprised of multiple districts.
- **Number and location of liaisons** will be determined by the Waterford State Pilot Director based on initial program interest, but contract terms will for 30 months over a three-year period.

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North Dakota	12 months	12 months	6 months	
South Dakota		12 months	12 months	6 months
Montana		12 months	12 months	6 months

AASA Early Childhood Education Cohort

- As part of Waterford's EIR Expansion grant, AASA will support the participation of **100 Superintendents** in their **Early Childhood Education Cohort**.
 - The EIR grant will provide 25 scholarships per year (5 per state) for the first four years of the grant.



- The goal is to progressively **building capacity and community engagement across 200 rural districts**.
 - Superintendents will also have an opportunity to receive an **AASA Early Learning Leadership Certificate** while participating in the Early Childhood Education Cohort.

Working with Rural School Districts in South Carolina

Working with a Social Service Agency in Appalachian Ohio

UPSTART – Educational Software Package and Social Emotional Learning



WATERFORD ASSESSMENTS OF CORE SKILLS™

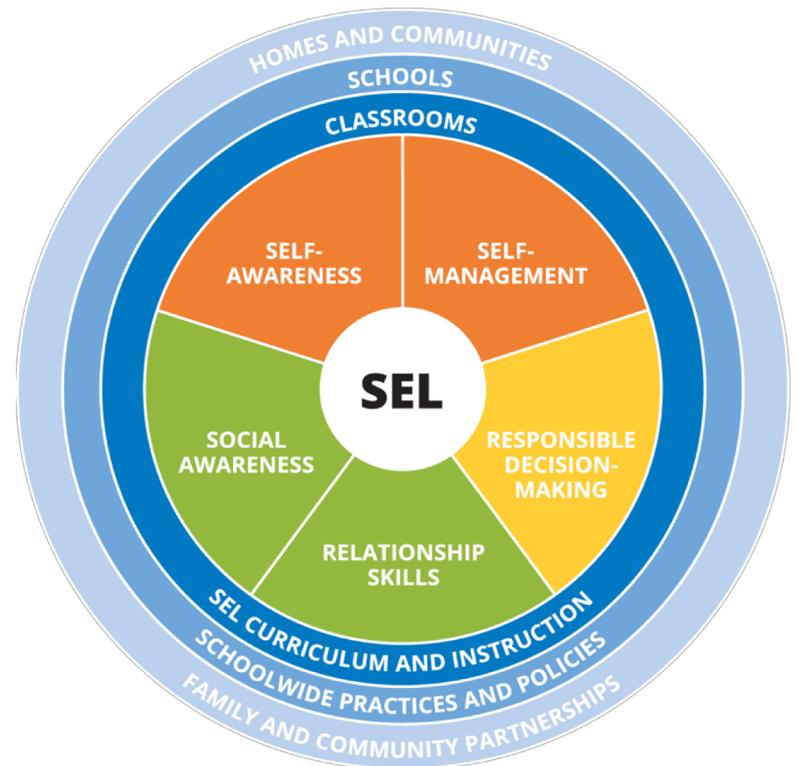
Waterford Assessments of Core Skills™ (WACS)

Adaptive Computer-Administered Test

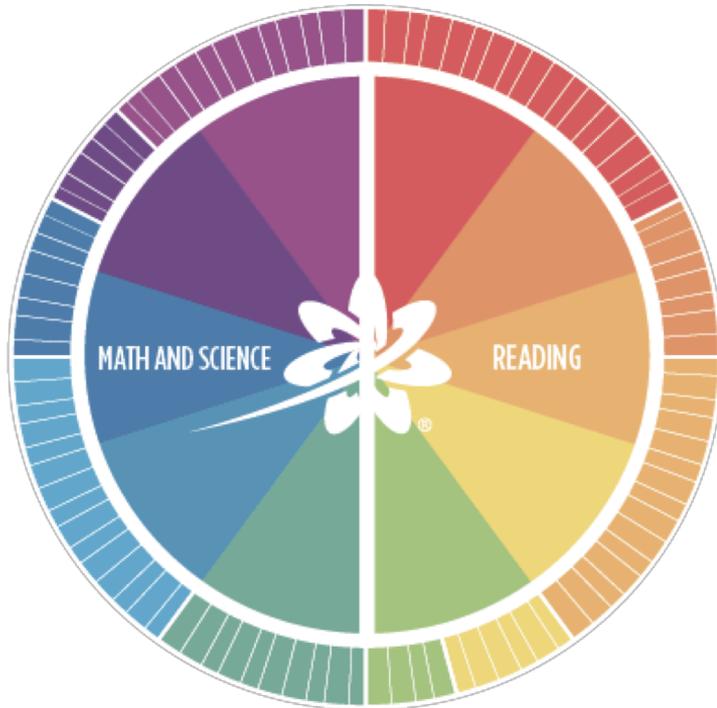


Waterford™ Curriculum

Adaptive and Sequenced Core Curriculum



Waterford Content



- PHONICS
- PHONOLOGICAL AWARENESS
- COMPREHENSION AND VOCABULARY
- LANGUAGE CONCEPTS
- FLUENCY
- NUMBERS AND OPERATIONS
- OPERATIONS AND ALGEBRAIC THINKING
- MEASUREMENT AND DATA
- GEOMETRY
- SCIENCE CONCEPTS

Designed for Learning

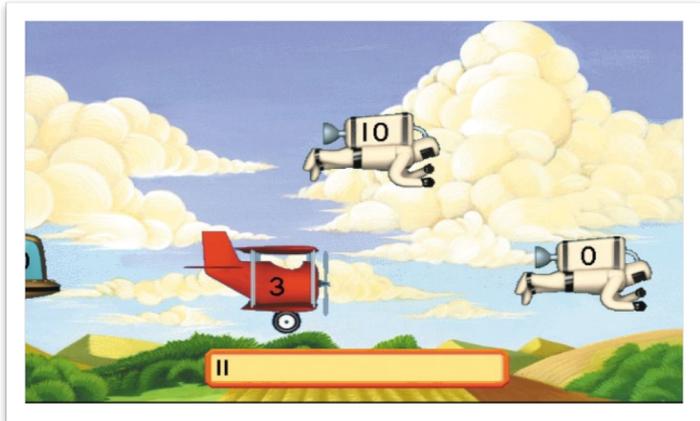
Content Basis:

- ✓ Ongoing internal and external efficacy research
- ✓ Foundational Reading, Math and Science Skills
- ✓ Social Emotional Learning
- ✓ National Standards
- ✓ State Standards
- ✓ Developmentally appropriate

Instructional Approach:

- ✓ Multisensory learning
- ✓ Explicit instruction
- ✓ Multitude of practice opportunities
- ✓ Variety of activities
- ✓ Modeling with scaffolded support
- ✓ Positive feedback and encouragement
- ✓ Native Language Support
- ✓ Text-to speech (roll over buttons and highlighted words and phrases)
- ✓ Flexible Implementation Models

Adaptive and Sequenced Core Curriculum

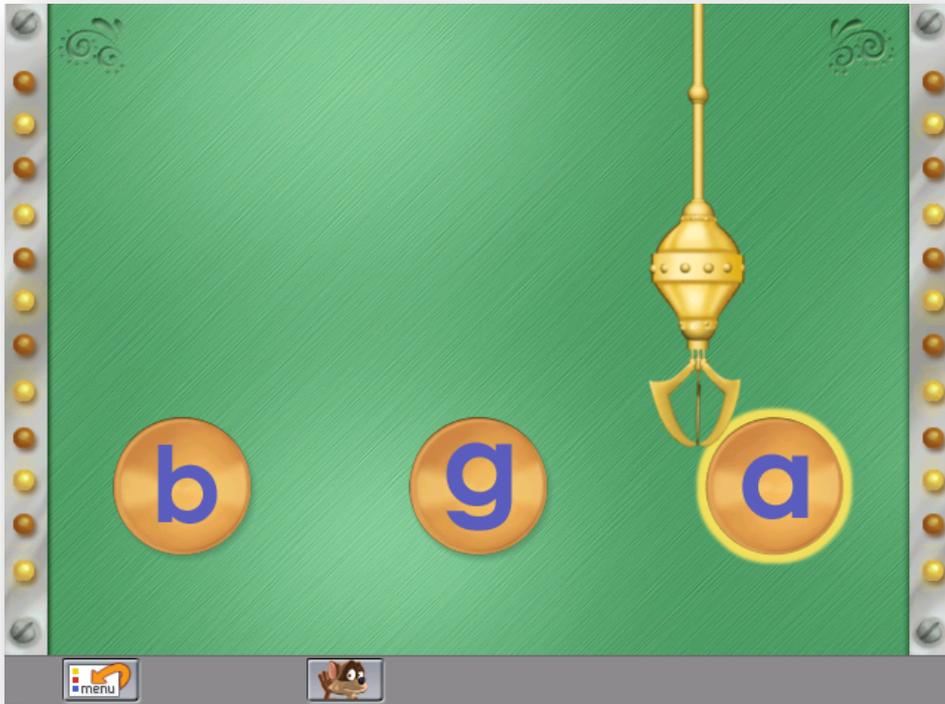


- Sequenced to provide individualized learning
- 2,500+ lessons
- 7,000+ activities
- 360 digital books
- 330 animated songs
- More than 450 instructional hours
- Parent Manager provides easy to understand progress reports

Personalized Pathways and Pace



Mastery-Based Progression



- Pre and Post assessments
- Game-like environment
- Informs Dynamic Sequencer as to next steps for the learner

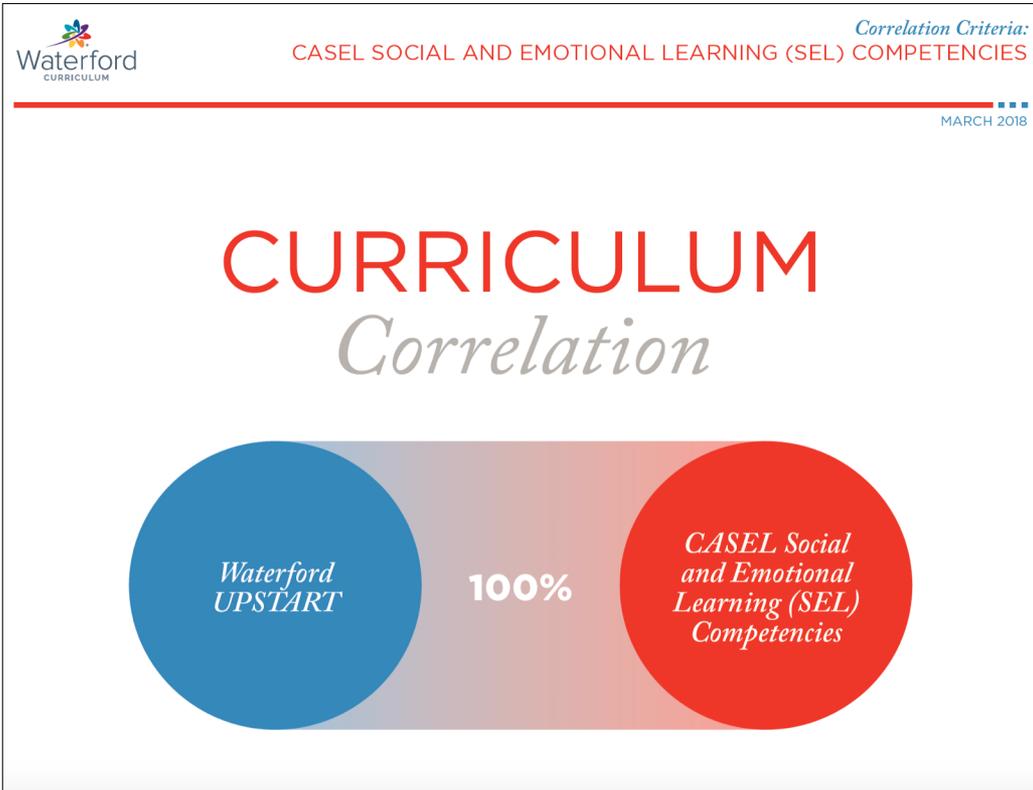
Social Emotional Learning (SEL)

- Explore environment and learn
- Experience, regulate, and express emotions
- Form close and secure relationships
- Listen and follow instructions
- Solve social problems that arise
- Concentrate and persist
- Communicate emotions
- Feel more confident

(CSEFEL 2008, Shonkoff and Philips 2000, Parlakian 2003)



Correlated to CASEL Core Competencies



Activities in Sequence: Marmot's Basket



Activities in Sequence: Boo Hoo Baby



Waterford Curriculum: Reading

- Phonics
- Comprehension & Vocabulary
- Language Concepts
- Phonological Awareness



Assessment (Pre and Post)



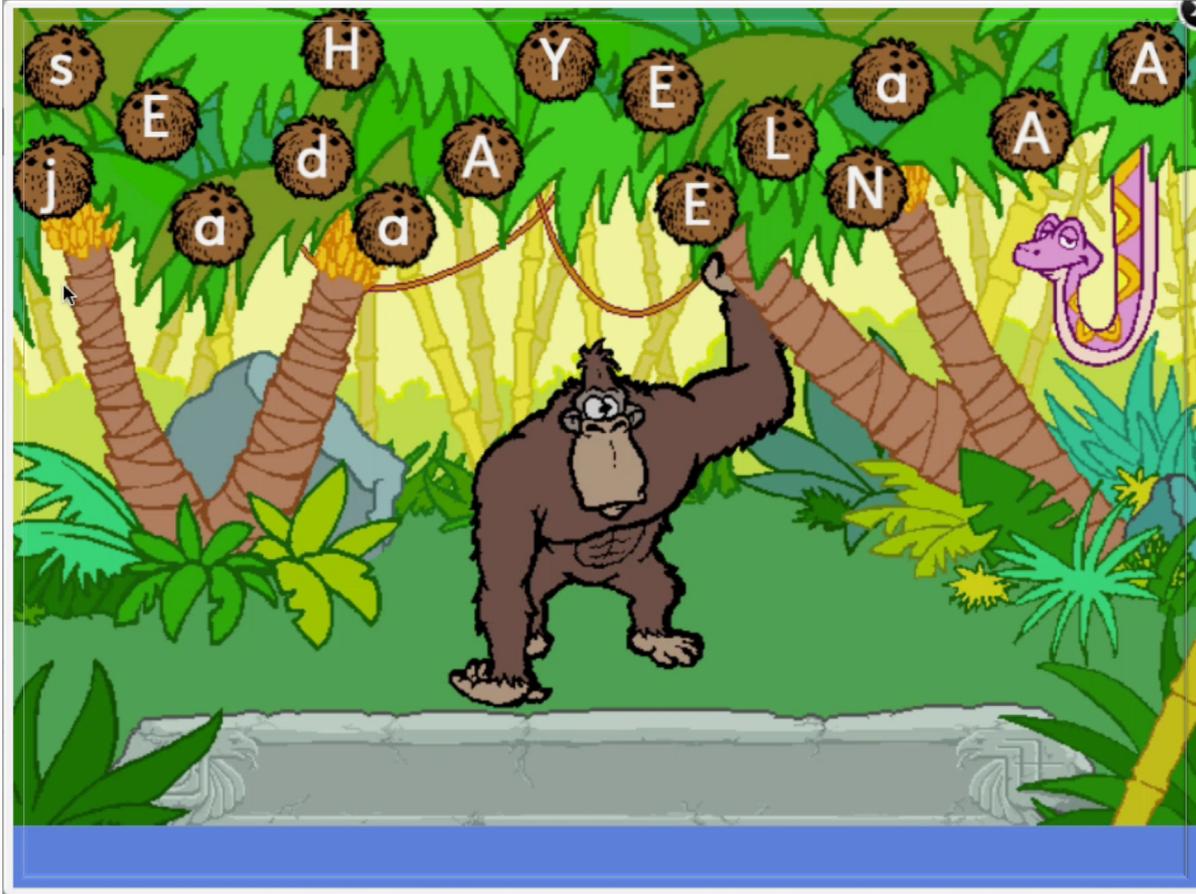
Explicit Instruction



Practice and Scaffolded Support



Automaticity



Waterford Curriculum: Mathematics

- Numbers and Operations
- Operations & Algebraic Thinking
- Measurement & Data
- Geometry



Engaging Content

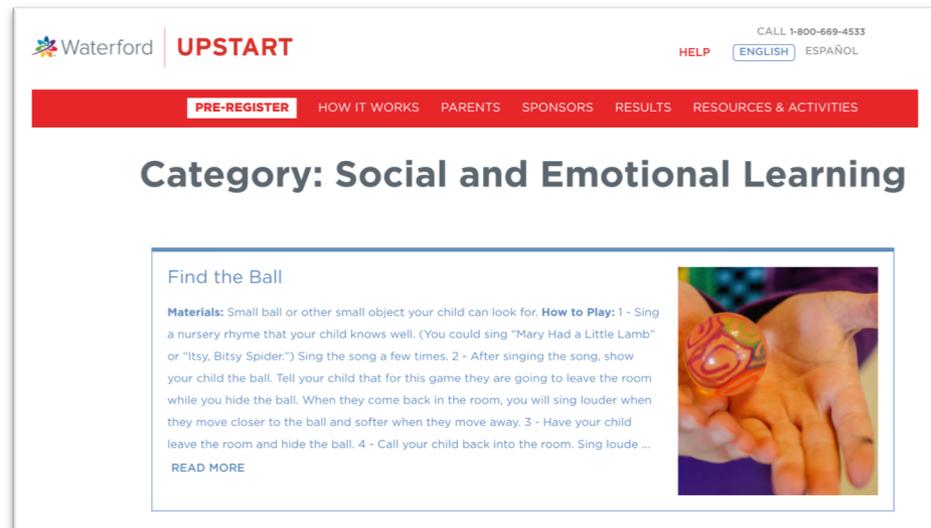


Practice and Scaffolded Support



Family Resources

- Resources: Short, simple activities meant for families with SEL focus
- Workbook: Writing Practice and more
- Weekly Emails
- In-person Events



The screenshot shows the UPSTART website interface. At the top left is the Waterford logo and the UPSTART text. On the top right, there is a phone number 'CALL 1-800-669-4533' and language options 'HELP ENGLISH ESPAÑOL'. A red navigation bar contains links: 'PRE-REGISTER', 'HOW IT WORKS', 'PARENTS', 'SPONSORS', 'RESULTS', and 'RESOURCES & ACTIVITIES'. Below this, the page title is 'Category: Social and Emotional Learning'. The main content area features a card for 'Find the Ball'. The card includes a title, a 'Materials' section, a 'How to Play' section with four steps, and a 'READ MORE' link. To the right of the text is an image of a hand holding a small, colorful ball.

Waterford | UPSTART

CALL 1-800-669-4533
HELP ENGLISH ESPAÑOL

PRE-REGISTER HOW IT WORKS PARENTS SPONSORS RESULTS RESOURCES & ACTIVITIES

Category: Social and Emotional Learning

Find the Ball

Materials: Small ball or other small object your child can look for. **How to Play:** 1 - Sing a nursery rhyme that your child knows well. (You could sing "Mary Had a Little Lamb" or "Itsy, Bitsy Spider.") Sing the song a few times. 2 - After singing the song, show your child the ball. Tell your child that for this game they are going to leave the room while you hide the ball. When they come back in the room, you will sing louder when they move closer to the ball and softer when they move away. 3 - Have your child leave the room and hide the ball. 4 - Call your child back into the room. Sing louder ...

[READ MORE](#)



References

- Center on the Social Emotional Foundations for Early Learning. (2008). “Definition of Social-Emotional Development.” CSEFEL Infant-Toddler Module I.
<http://csefel.vanderbilt.edu/inftodd/mod1/1.2.pdf>
- Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov/>.
- National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: Reports of the subgroups (NIH Publication No. 00-4754). Washington, DC: U.S. Department of Health and Human Services.
- Parlakian, R. (2003). *Before ABCs: Promoting School Readiness in Infants and Toddlers*. Washington, D.C.: Zero to Three.
- Shonkoff, J.P. and D.A. Philips (eds). (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press.

Waterford Early Learning Correlations



Standards Aligned, Developmentally Appropriate, Endorsed for Special Education
UPSTART is fully aligned to research and standards-based frameworks for early learning



**Early Learning
Outcomes Framework**



National Association for the
Education of Young Children

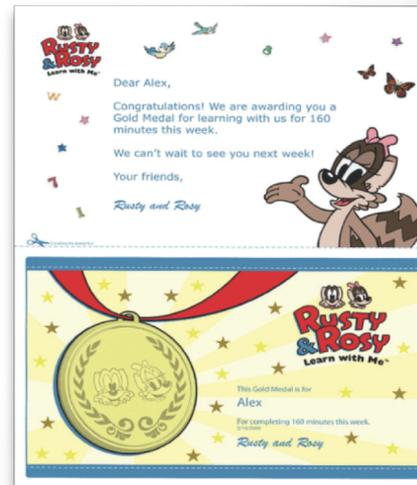
**12 Principles of Child Development
and Learning that Inform Practice**



**Council of Administrators
of Special Education**

UPSTART – Parental Engagement & User Support

- **Each family/caregiver is assigned a coach.**
Waterford is with the family every step of the way during the program
- Dual-language support
- Frequent proactive contact:
 - Written materials
 - In-person and online training
 - Email and text communication with offline activities for parents
 - Motivational phone calls
- Other members of the family are encouraged to use the program
- This support system forms a partnership with parents and caregivers to ensure children get the most from the program's learning opportunities



Life of an UPSTART Participant

1. UPSTART Registration

- Pre-registration through the UPSTART website, fax or phone
- Program Registration
 - Participant information, including a variety of demographic information
 - Usage and willingness to commit
 - Agreements, including data-sharing
 - Qualify for computer and Internet



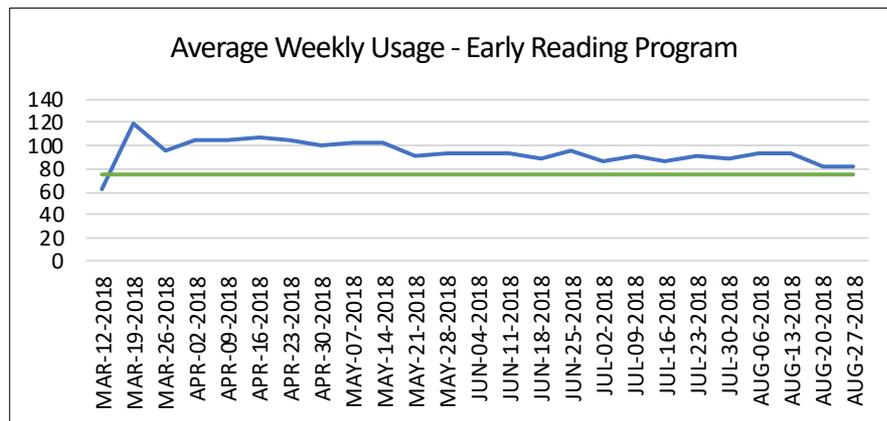
2. Parent Training and Student Assessment

- Initial WACS assessment is given
- Conduct parent training:
 - Build value in early education
 - Software overview
 - The all important 15/5 and establishing a routine
 - Participant agreement
- Distribute computer and Internet

Life of an UPSTART Participant

3. Usage Management & Parental Engagement

- Internet and technical support
- Welcome call
- Weekly e-mails and texts
- Usage contests and activities
- Camp Consonant review
- Weekly usage review and motivational support
- Monthly medals



4. Graduation and Final Assessment

- Administer the final WACS assessment
- Distribute a Parent Satisfaction Survey
- Honor the accomplishments of all our participants

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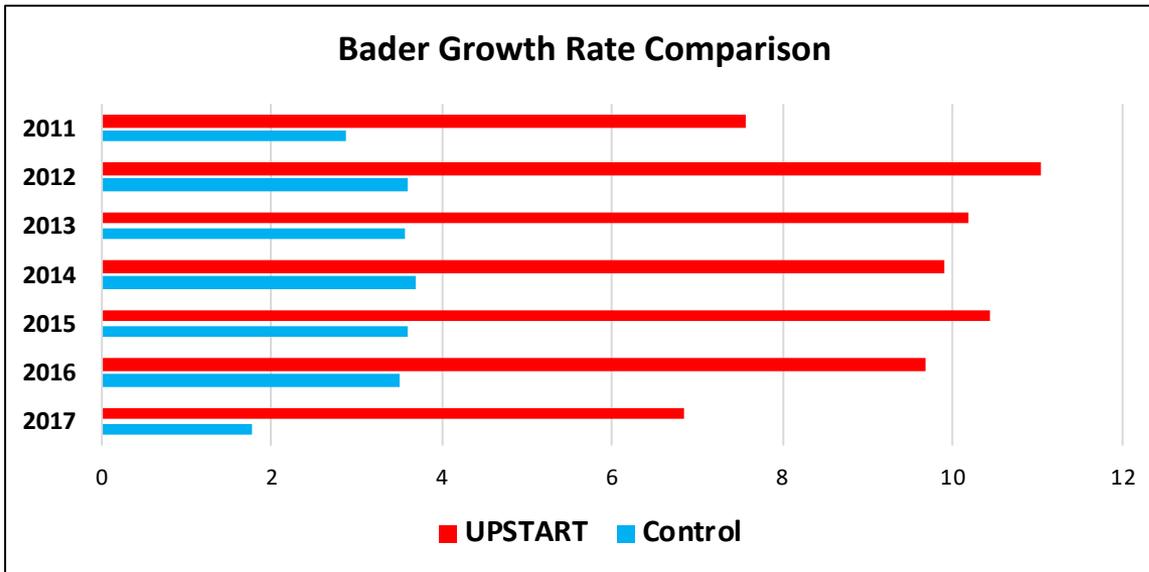
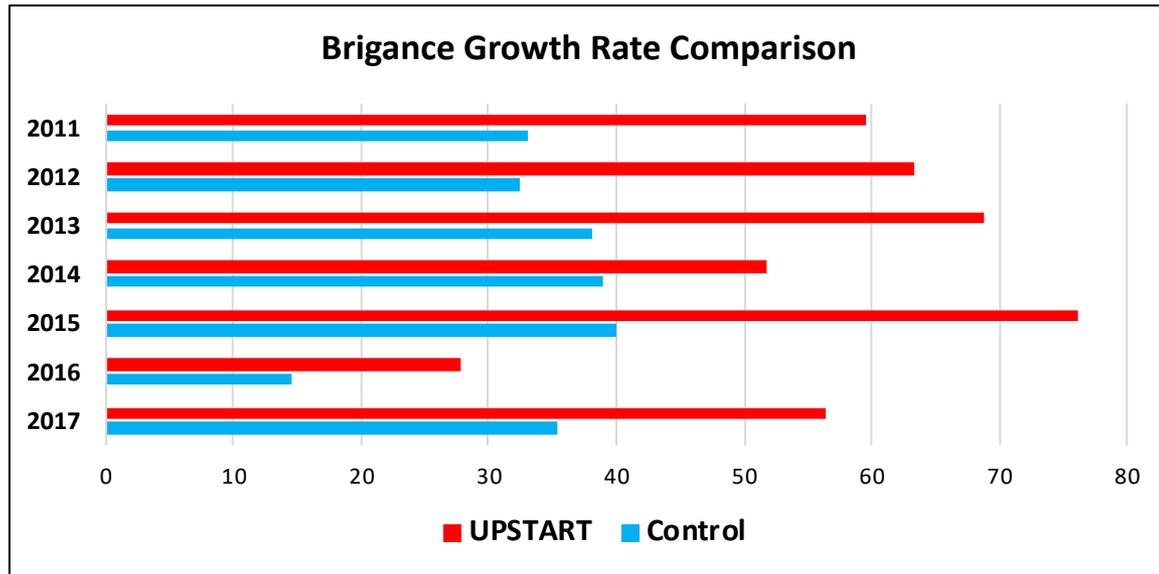
UPSTART – Measuring Results

- **Software usage** is tracked for each child and reported on a weekly basis.
- **Parent feedback** on the program and how to improve it is extremely important for planning.
- **WACS** gives a pre-program baseline and a past-program evaluation.
- An **external evaluation** of the Utah program uses a treatment and control model to evaluate the program.
- A **Randomized Controlled Trial** was conducted for Waterford’s Federal i3 Validation Grant.
- A **Longitudinal Study** was conducted by the Utah State Board of Education.
- **WACS Results in Pilot States.**



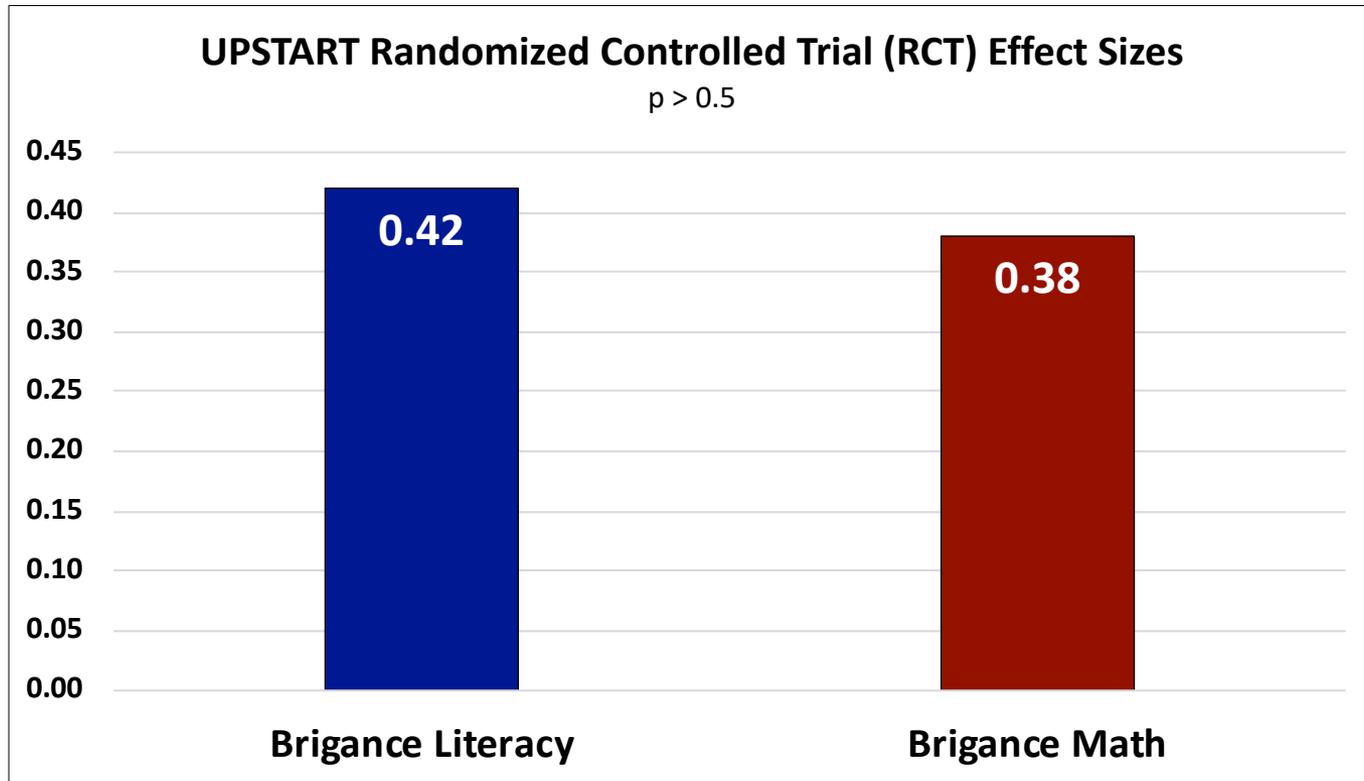
UPSTART – External Evaluations

Third party evaluations show **UPSTART children have significantly higher learning gains than children from control groups** – as measured over a number of years by the Brigance Inventory of Early Development and the Bader Reading and Language Inventory.



UPSTART – RCT Effect Sizes

Investing in Innovation (i3) Validation Grant U.S. Department of Education



Effect sizes of 0.25 standard deviations or larger are considered to be substantively important
What Works Clearinghouse, Institute of Education Services (IES)

UPSTART – Longitudinal Results

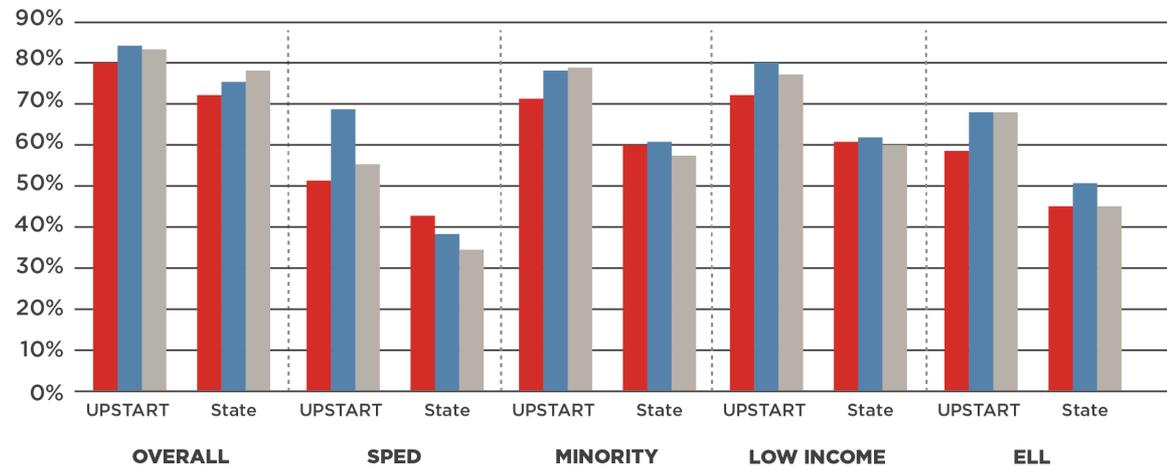
The **Utah State Board of Education (USBE)** conducted a longitudinal evaluation of UPSTART outcomes in Utah that found:

- UPSTART students continually outperform state averages compared to their non-UPSTART peers on state standardized tests in grades first through fourth (the highest grade UPSTART participants had achieved at the time of the study).
- Significantly, these gains were consistent across all subgroups, including special education, minority, low-income, and English learner populations.



DIBELS

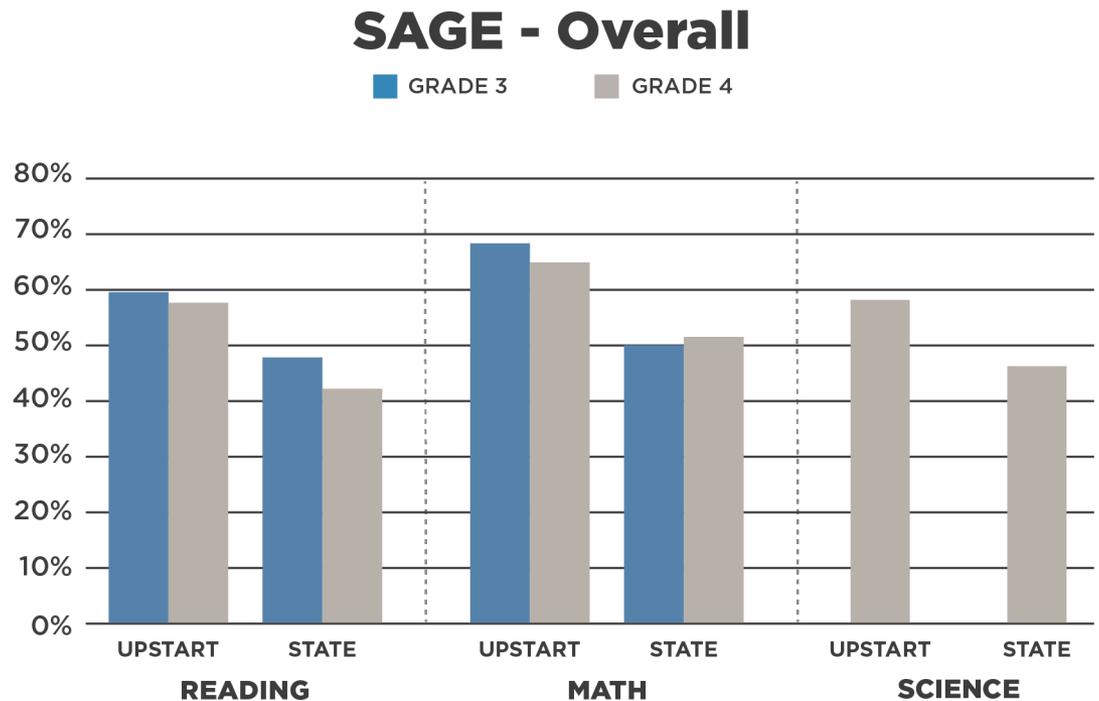
Grade 1 Grade 2 Grade 3



UPSTART – Longitudinal Results

The USBE longitudinal evaluation of the program in Utah also found:

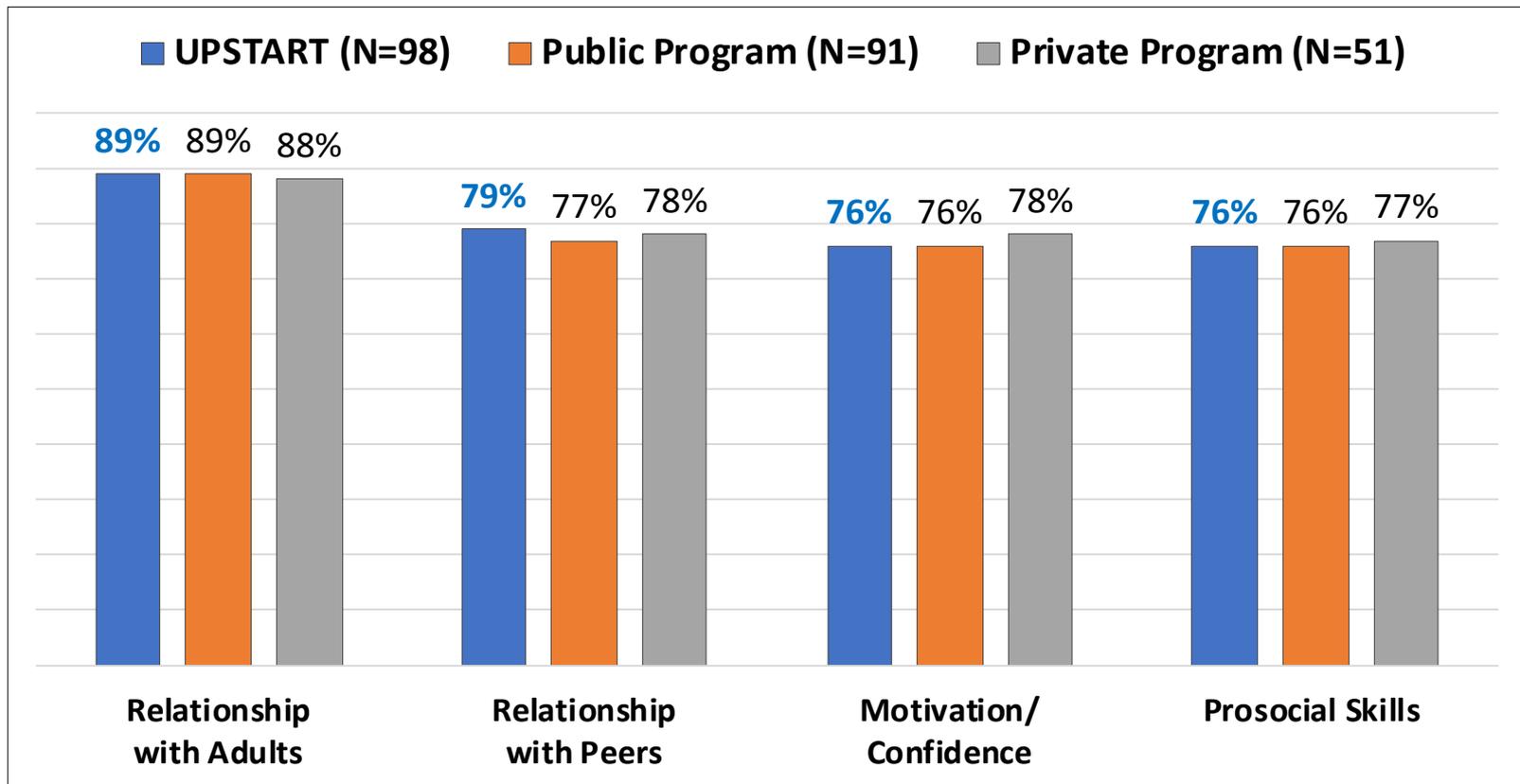
- “The **UPSTART program shows continued success at helping preschool age children develop literacy skills and prepare for school.**”
- “These outcomes would have **specific benefits to at-risk children**, whose families struggle with poverty and other issues, and often lack the resources to help their children develop the literacy skills needed to succeed in school.”
- “The **strong program effects support wide-scale implementation** across at-risk preschool populations.”



UPSTART – Social Emotional Learning (SEL)

UPSTART was recently evaluated as part of Utah’s High-Quality School Readiness (HQSR) Grant. A review of social-emotional development skills by program group showed **comparable social-emotional outcomes for UPSTART when compared to both public and private preschool programs.**

Social-Emotional Development Skills by Program Group



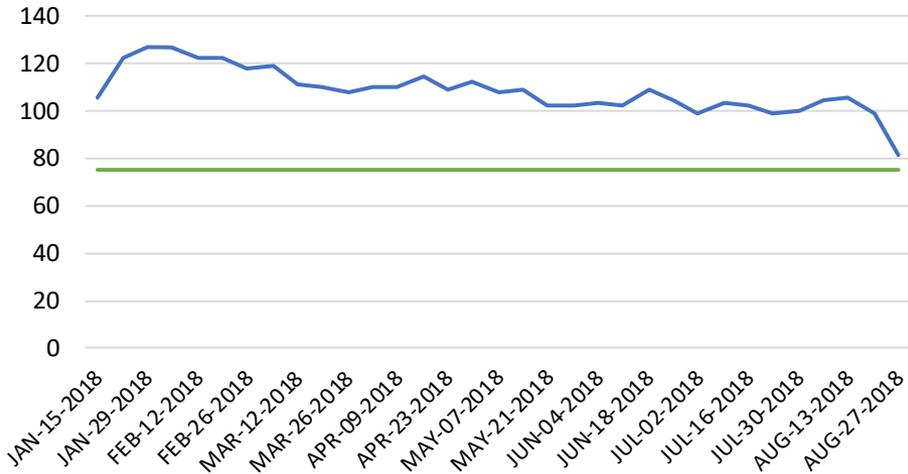
UPSTART Pilots – Sample Demographics

Demographic	Status	<u>Arizona</u> Pilot	<u>Mississippi</u> Pilot	<u>Ohio</u> Pilot	<u>Oklahoma</u> Pilot	<u>Philadelphia</u> Pilot
Marital Status	Never Married	23.2%	63.4%	23.4%	22.2%	52.3%
	Divorced	6.6%	7.7%	11.1%	8.3%	4.1%
	Separated	5.5%	5.8%	2.9%	0.0%	1.6%
	Married	64.6%	23.1%	61.4%	36.1%	42.0%
	Not Marked	0.0%	0.0%	1.2%	33.4%	0.0%
Child's Ethnicity	African-American	3.2%	96.9%	4.7%	4.0%	57.0%
	Caucasian	8.0%	1.2%	88.2%	20.4%	8.3%
	Hispanic	85.0%	0.0%	1.2%	0.0%	9.8%
	Asian	0.5%	0.0%	0.0%	16.3%	13.5%
	Native American	0.5%	0.7%	0.6%	59.1%	0.0%
	Other	2.6%	1.2%	4.7%	0.0%	11.4%
	Not Marked	0.0%	0.0%	0.6%	4.0%	0.0%
Family Income	% of Families Below Federal Poverty Level*	60.7%	80.2%	57.2%	71.4%	75.7%

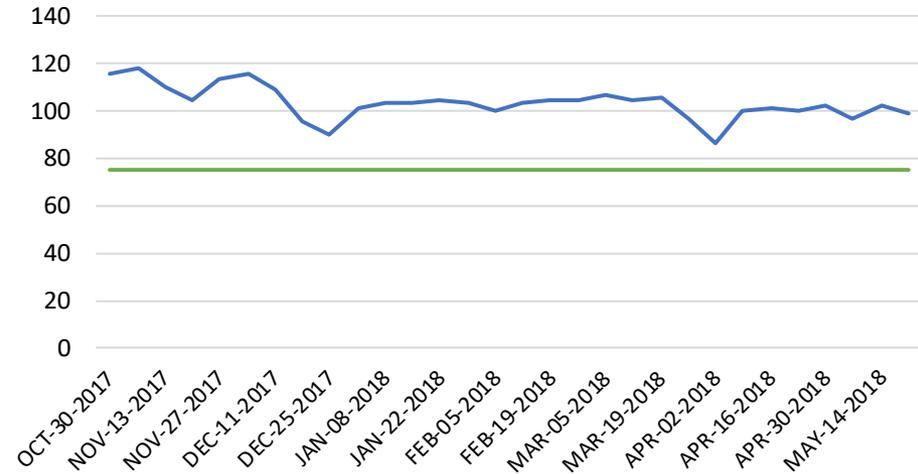
* 2018 Federal Poverty Level for typical household earning less than \$32,480 per year.

UPSTART Pilots – Sample Usage Reports

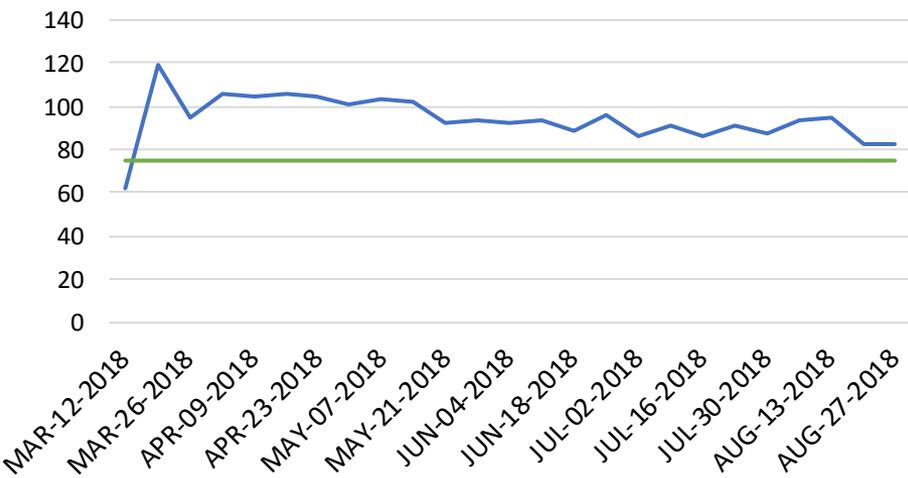
Colorado Average Weekly Usage - Early Reading Program



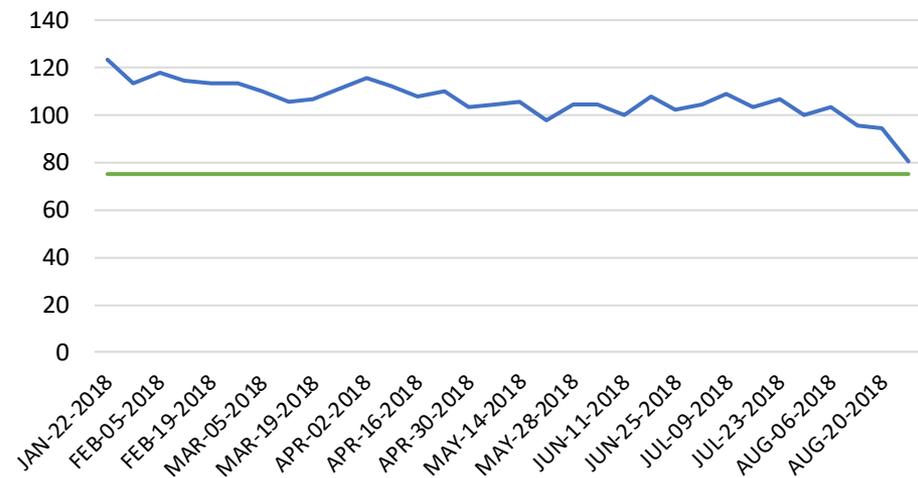
South Carolina UPSTART Pilot - Weekly Reading Usage



South Dakota Average Weekly Usage - Early Reading Program



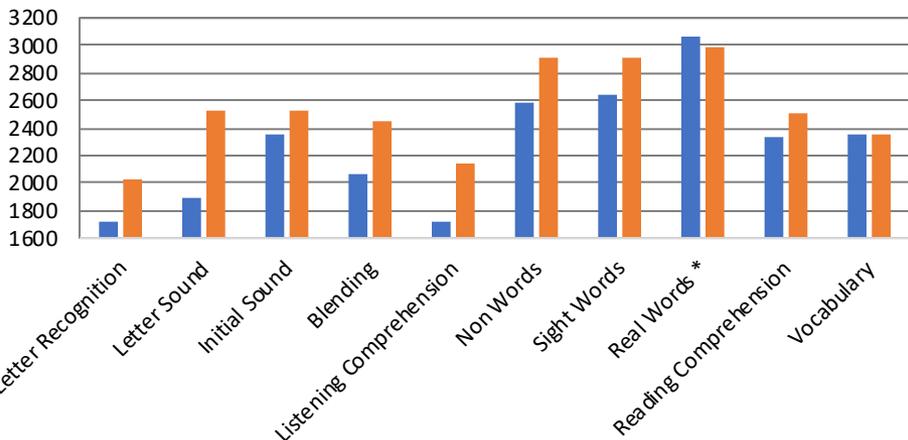
Texas Average Weekly Usage - Early Reading Program



UPSTART Pilots – Sample WACS Reports

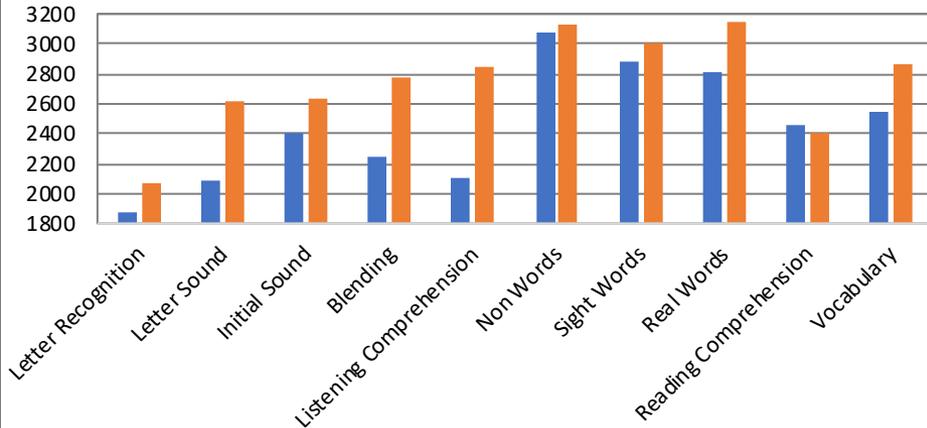
Arizona WACS Reading Scores Grouped by Subtests

■ Pretest ■ Posttest



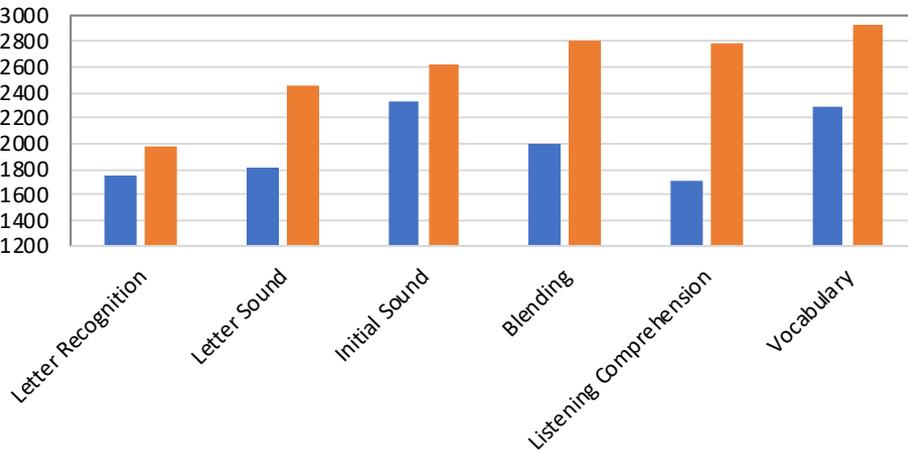
Colorado WACS Reading Scores Grouped by Subtests

■ Pretest ■ Posttest



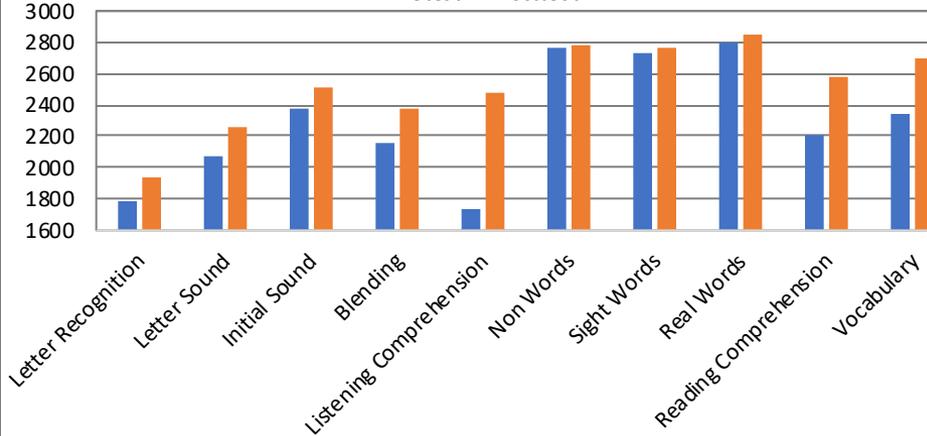
Ohio WACS Reading Scores Grouped by Subtests

■ Pretest ■ Posttest



Native American Children (Oklahoma and South Dakota) WACS Reading Scores Grouped by Subtests

■ Pretest ■ Posttest



UPSTART Pilots – Parental Satisfaction

Survey Question	Arizona	Colorado	Mississippi	Philadelphia	South Carolina	Texas
<i>UPSTART was helpful in preparing my child for Kindergarten.</i>	100% YES	100% YES	100% YES	100% YES	99% YES	100% YES
<i>Participating in UPSTART was beneficial to both my child and me.</i>	100% YES	100% YES	100% YES	99% YES	99% YES	100% YES
<i>I would recommend the program to family members and/or friends.</i>	100% YES	100% YES	100% YES	100% YES	99% YES	100% YES
<i>If my UPSTART child had/has younger siblings, I would enroll them in UPSTART.</i>	98% YES	99% YES	98% YES	95% YES	99% YES	100% YES
<i>I feel more prepared to support my child's education because of the UPSTART program.</i>	100% YES	95% YES	98% YES	96% YES	99% YES	92% YES
<i>I became more aware of what my child needed to learn while my child was in the UPSTART program.</i>	98% YES	96% YES	98% YES	98% YES	98% YES	88% YES
<i>I became more aware of my child's academic abilities while my child was in the UPSTART program.</i>	99% YES	99% YES	98% YES	98% YES	100% YES	97% YES
<i>UPSTART representatives were friendly and polite when I spoke with them.</i>	100% YES	100% YES	100% YES	100% YES	100% YES	100% YES
<i>UPSTART representatives were knowledgeable about the program and the software.</i>	100% YES	100% YES	100% YES	100% YES	100% YES	100% YES
<i>UPSTART representatives helped solve any issues I had.</i>	99% YES	100% YES	98% YES	100% YES	100% YES	100% YES
<i>It was helpful to have a consistent routine.</i>	99% YES	99% YES	100% YES	99% YES	98% YES	98% YES
<i>In general, did your child enjoy/like the software?</i>	99% YES	99% YES	100% YES	96% YES	99% YES	99% YES
<i>Was the software age appropriate?</i>	100% YES	99% YES	100% YES	100% YES	95% YES	98% YES

How a Superintendent uses UPSTART in his District

UPSTART Great Plains TASK Force – Calendar

2019	January 7-8, 2019 – IN PERSON, Salt Lake City, UT
	March 22, 1:00 P.M. MST – Conference Call
	June 25, 2019 – IN PERSON, Boise, ID
	September 20, 1:00 P.M. MST – Conference Call
	December 6, 1:00 P.M. MST – Conference Call
2020	March 20, 1:00 P.M. MST – Conference Call
	June (TBD) – IN PERSON, North Dakota, Location TBD
	September 18, 1:00 P.M. MST – Conference Call
	December 4, 1:00 P.M. MST – Conference Call
2021	March 19, 1:00 P.M. MST – Conference Call
	June (TBD), IN PERSON, Wyoming, Location TBD
	September 17, 1:00 P.M. MST – Conference Call
	December 3, 1:00 P.M. MST – Conference Call
2022	March 18, 1:00 P.M. MST – Conference Call
	June (TBD), IN PERSON, South Dakota, Location TBD
	September 16, 1:00 P.M. MST – Conference Call
	December 2, 1:00 P.M. MST – Conference Call
2023	March 24, 1:00 P.M. MST – Conference Call
	June (TBD), IN PERSON, Montana, Location TBD

UPSTART Great Plains TASK Force – Cohort Schedule

- Under the grant, **Waterford will provide 3,000 children with UPSTART** over a three-year period.
 - A majority of the schools to be served by the project are designated with a locale code of 32, 33, 41, 42, or 43.

State	2019-2020 School Year Participants	2020-2021 School Year Participants	2021-2022 School Year Participants	Waterford Staff Assigned
Idaho	200	400	NA	Isaac Troyo
Wyoming	200	400	NA	Isaac Troyo
North Dakota	200	400	NA	Sarah Walsh
South Dakota	NA	200	400	Sarah Walsh
Montana	NA	200	400	Isaac Troyo

LaTasha Hadley

Introductions & Assignments

Jon Hobbs

EIR Evaluation

Mark Welling

Recruitment Assistance

Kim Fischer

Public Relations

Courtenay Burns

Assistance

Questions?

Answers!

AASA Early Childhood Education Cohort

- As part of Waterford's EIR Expansion grant, AASA will support the participation of **100 Superintendents** in their **Early Childhood Education Cohort**.
 - The EIR grant will provide 25 scholarships per year (5 per state) for the first four years of the grant.



- The goal is to progressively **building capacity and community engagement across 200 rural districts**.
 - Superintendents will also have an opportunity to receive an **AASA Early Learning Leadership Certificate** while participating in the Early Childhood Education Cohort.

GRACIAS DZIĘKI CẢM ƠN
СПАСИБО GRAZIE
TAK **THANK YOU** MERCI

DÊKUJI ありがとうございました
謝謝 AITĀH OBRIGADO TACK DANKE
HVALA TACK TEŞEKKÜRLER

